School Course Calendar for 2023 – 2024

Toronto, Ontario
Canada

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1. Lighthouse Academy Canada

1.1 Goal and Philosophy

The Goal of Educational Services are to: Provide every student with the opportunity for personal and academic learning. This includes rigorous and challenging curricula, equal access to high quality instruction, and innovative interventions and support to ensure student success. The Lighthouse Academy (LHA) Canada will serve all the people as best as it can. In order to do this, individuals will be accepted at their level of development and guided so that they learn what is expected of them.

We expect students to mature to their individual capacity emotionally, intellectually, physically, socially, and vocationally

The teacher is a key figure in carrying out the school's responsibility in the educational process. However, the teacher alone cannot effectively achieve all the objectives of education. The various administrative departments provide conditions which permit teachers to work with maximum effectiveness. They provide teachers with a variety of tools and specialized assistance to develop and carry out a program which will meet the needs of our students. The Board will seek to provide the facilities, personnel, equipment, and materials necessary for the education of all students enrolled at Lighthouse Academy Canada.

We believe that children are endowed with individual capacities and characteristics and that our schools, to the best of their abilities, should provide students with the kind of education best fitted for them as individuals. We know that the needs of children are similar, but not identical, and we try to adapt our program to this knowledge. As children become older and more mature, we try to provide them with opportunities to make choices, as we believe that making wise choices is a necessary part of living in a democracy. We believe, therefore, that those involved in education must make every effort to meet the needs of all students in granting them the fullest possible educational opportunities.

Lighthouse Academy Canada will provide quality education to international students as well as its local students seeking Ontario Secondary School Diploma (OSSD) credit courses online. Due to the commitment of the Ontario government, Ontario is recognized as a leader of educational excellence across Canada and around the world and has become a prime education destination for international students in Canada. International students who successfully completed the OSSD requirements may consider Ontario as a potential destination for their post-secondary education.

LHA will provide a high quality learning experience for local and international students. LHA will provide opportunities to achieve success according to each student's interests, abilities and goals. The philosophy of Lighthouse Academy Canada is to provide a student-centered education in the online environment. Teachers at the LHA ensure that the students actively inquire into and make connections between ideas and subject areas. A variety of teaching methods will be used.

Curriculum at LHA will deal with real-life applications of student learning as much as possible. The curriculum expectations are stated as main objectives that are transparent to the students and have been broken down into achievable targets in each lesson and assessment. LHA will make sure that each student will be treated as an individual and encouraged to express their own opinions and ideas. A wide range of assessment and evaluation methods will be deployed at LHA including assignments, quizzes, tests, projects, and final assessments.

LHA's philosophy includes a commitment to reach every student to help them achieve a successful outcome from their experience at LHA Canada. The concept of completing a secondary education is essential. Obtaining a high school diploma has become an increasingly important prerequisite for economic and social mobility in the world. Young people with a high school education are much better equipped for modern life. They are more likely to be permanently employed and/or to be admitted to post-secondary institutions to further their education and become active members of our society. In Ontario, students are required to remain in secondary school until they reach the age of eighteen or obtain an Ontario Secondary School Diploma (OSSD).

1.2 School's Governance Structure

At present, LHA is an online private high school. Therefore, all interactions between student and teacher, student and student, student and administration, or parent and teacher occur online. There are different modes of communications, including but not limited to Zoom meetings, discussion forums, and Moodle, a learning management system. Since LHA is an online school, there is no fixed calendar for semester completion. However, LHA expects that students to complete their courses in a four months' period that can go up to twelve months.

The Assessment and Evaluation Policy of Lighthouse Academy (LHA) Canada is consistent with the Ontario Ministry of Education Policy. At LHA, the primary purpose of assessment is to improve student learning experience. Assessment and evaluation allows LHA to gather information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Assessment for the purpose of improving student learning is done in two ways: "assessment as learning" and "assessment for learning". "Assessment as learning" provides evidence of peer and self-assessment through such tools as checklists, peer reviews to provide descriptive feedback in discussion areas, and electronic portfolios used to gather self-assessments. Teachers use "Assessment for learning" to provide students with detailed feedback and mentoring for improvement.

1.3 LHA's Code of Conduct

The Lighthouse Academy (LHA) focuses on five traits. These five life skills serve students well while they are enrolled at LHA and long after they graduate and are an integral part of the education imparted by LHA.

- Responsibility: Understand one's roles and duties and be accountable for what is required to achieve one's goals.
- Respect: Treat others positively by demonstrating an awareness of their unique qualities as well as their roles, duties, and goals.
- Integrity: Consistently act in an honest, trustworthy, and respectful way.
- Perseverance: Set attainable, relevant, and worthwhile goals and remain dedicated to achieving them.
- Innovation: Creatively approach tasks and challenges by developing new methods, ideas, or products.

Attendance

Attendance is a key component for student success. At LHA, this attendance is virtual. Students who do not attend or login regularly to review online course outlines will not be successful in their learning. Teachers will monitor attendance on the online platform which includes number of logins, hours spent on online and offline activities, student learning logs, etc. Student presence will also be tracked by course software, course discussion forums, and live video/chat sessions.

Cheating and plagiarism

The Lighthouse Academy is committed to enabling all students to reach their potential and succeed. It is the responsibility of students to be academically honest in all aspects of their schoolwork so that the marks they receive are a true reflection of their own achievement. Academic dishonesty is a serious offence and it is imperative that students understand what academic dishonesty entails and what the consequences are.

 The Lighthouse Academy implements strategies in compliance with Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, Grade 1- 12, 2010, pages 42 and 43 (https://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf) to support academic honesty and utilizes preventive and responsive practices for cheating and plagiarism. All Lighthouse Academy students are expected to submit their own work for evaluation. Cheating and plagiarism are not condoned.

Cheating is generally defined as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating is defined as deviation from behaviour expected in an evaluation situation.
Examples include but are not limited to:
- Using another student's work on a test or any other evaluation
- Unauthorized use of electronic media to obtain answers during an evaluation
- Bringing unauthorized notes into an evaluation.

Plagiarism is defined as the use of close imitation of the language and thoughts of another without attribution, to represent them as one's own original work. (Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, Grade 1- 12, 2010, p. 151) Examples include:

- Copying and pasting from the internet or other electronic sites without citing the source
- Omitting quotation marks for direct quotations even if the sources have been cited.

To ensure a full understanding of academic honesty students are expected to:

- seek clarification from teachers about actions that constitute plagiarism.
- seek assistance when their research skills need improvement.
- understand the penalties for academic dishonesty and plagiarism.
- ensure that all of their work is original.
- ensure sources are cited accurately and consistently.

Consequences of Academic Dishonesty

When plagiarism or cheating is detected, it will be investigated. If plagiarism/cheating is confirmed by the teacher, he/she will inform the principal/vice principal, the student, and the parent/guardian (if the student is under the age of 18) of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences.

Minimum Consequences for Plagiarism

- A consequence for cheating and plagiarism may be a mark of zero for the assignment / exam in question.
- A repeated pattern of academic dishonesty may result in an escalating severity of consequences.

All students who face the consequences of plagiarism or cheating have the right to appeal the teacher's decision to the principal.

When responding to incidents of cheating and/or plagiarism, The Lighthouse Academy will:

- implement practices aligned with the Fundamental Principles in the Ministry of Education's Growing Success policy;
- ensure reported grades accurately reflect student achievement of the curriculum, overall expectations of the subject, course or as identified in a student's Individual Education Plan;
- ensure students with special education needs are provided with accommodated, modified and/or alternate program as outlined and monitored in their Individual Education Plans;
- ensure responsive differentiation in instruction, assessment, and evaluation to meet the needs of every student;
- promote and encourage a culture of student ownership and voice in their learning;
- promote academic honesty;
- ensure students are responsible for providing evidence of their learning within established timelines;
- ensure there are appropriate consequences for cheating, plagiarizing, not completing work, and submitting work late;

- ensure the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency, and severity of policy violations; and the individual circumstances of every student;
- ensure mark deduction will not result in a report card percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement of the curriculum's overall expectations;
- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success.

Procedures

1. Prevention of Cheating and Plagiarism

   The Lighthouse Academy will:
   - explain the Policy on Cheating and Plagiarism to every student;
   - provide a definition of cheating and plagiarism on all course outlines;
   - communicate board and school practices to all stakeholders through a variety of means (e.g. student agendas, school webpage, and parent information meetings).

   Teachers will:
   - define and explain plagiarism and cheating using subject specific examples to ensure students are aware of what academic dishonesty entails;
   - discuss the ethics of plagiarism with all students;
   - instruct students in appropriate research and citation practices;
   - monitor students' work and provide ongoing feedback throughout the assignment process;
   - ensure all assignments are clearly defined, at the student's developmental level, and accompanied by success criteria;
   - when possible, structure assignments in a way that discourages plagiarism;
   - ensure student work completed within a group project is evaluated individually;
   - ensure assignments for evaluation, tests, and exams are completed, whenever possible, under the supervision of a teacher.

2. Detection of Cheating and Plagiarism

When plagiarism or cheating is suspected, teachers will gather evidence of the plagiarism or cheating.

3. Response to Cheating and Plagiarism

When a student has not met the Lighthouse Academy's expectation of academic honesty, a consequence will be applied which will ensure the student's understanding of the vital importance of academic honesty and the gravity of dishonest behaviour. The consequence will reflect a continuum of behavioural and academic responses that consider the grade level of the student, the maturity of the student, the number and frequency of incidents, and the individual circumstances of the student.

The Lighthouse Academy will:

- record incidents of academic dishonesty.

Teachers will:

- discuss the matter with the student(s) involved;
- define and explain the evidence of cheating and plagiarism in the student's work to ensure the student understands why his/her academic honesty is being questioned;
- inform a student's parent(s) / guardian(s);
- in the event of a serious incident that may have an impact on a student's success or repeated incidents by a student inform Administration.

Teachers may:

- require the student to redo the work;
- require the student to do supplementary or alternative work;
- in consultation with Administration assign a grade penalty up to the full value of the assignment.

Administration may:

- meet with the student, parent(s)/guardian(s) and teacher;
- limit a student's eligibility for school awards;
- suspend the student;
- assign other consequences for the behaviour as appropriate.

Computer use policy

The Learning Management System (LMS) at the Lighthouse Academy is only for educational purposes. Any use of LMS tools within the course for any purpose other than intended educational purposes is prohibited. Misuse includes, but is not limited to, criminal, obscene, commercial or illegal purposes.

The administration reserves the right to review all student work to determine whether the computer should be used. If it is deemed that the LMS is being misused, the administration will take actions that may include suspension and/or exclusion from the program. In some cases, additional measures may be taken, including access to day schools, legal action, or reporting to the police.

Students should remain vigilant to prevent them from entering a situation where they may be suspected of misuse. Students are reminded to:

- Protect passwords and keep them secret.
- Notify a teacher when suspicious messages are received
- Notify a teacher about any incidents involving an LHA account or personal email used to interact with LHA.
- Only access content intended for student use.

Assignments

Each online course is available and accessed online. Wherever they are - at home, in a library or in an Internet cafe - students can access their courses from any computer with Internet

access. Every course has required assignments, which are located on the exclusive website. On the same website, there is also a discussion board where students can communicate with their teachers and classmates. Each full credit course is one hundred and ten (110) hours, and the program can take up to five months to complete. Students can set their own pace and study schedules to meet individual schedules and needs. Students interested in extending the course period may do so.

Lighthouse Academy faculties manage their online courses in a manner like traditional classroom courses and will answer any student's questions within one business day. The assessment assignment will be returned to the student within   five to seven business days. Students must meet the Education Department's expectations for the course and complete one hundred and ten (110) hours of planned learning activities to receive course credit. Students must also keep a learning journal throughout the course that outlines the activities they have completed and the total learning time. The learning journal creates an official record of student attendance and assignment submission in each course.

Submission of Assignments

Lighthouse Academy courses are designed to meet the needs of students who require flexible learning schedules and have unique needs in everyday life. Students can choose the time of day, as well as which day of the week they will work on their course.

The main goal of Lighthouse Academy is for students to meet the curriculum requirements of the Ontario Ministry of Education. Students should log in to their courses and submit assignments on a regular basis. Students can set their own schedule for regular submissions or follow the tentative schedule set in on the course page. Any missed submissions including assignments and quizzes will have a negative impact on the student's grade, although the students can submit their tasks within the duration of the course. All Lighthouse Academy courses must be completed within one year. This limitation preserves the integrity of the academic assessment and evaluation policy provided by the Ontario Ministry of Education.

As an online high school, Lighthouse Academy does not accept coursework via Canada Post, courier, or other forms of "snail" mail. We encourage and advise students to complete all assignments electronically. In math and science courses, it is sometimes difficult for students to use word-processing to express their ideas. If students feel they need to submit a handwritten assignment, they should scan the assignment and email it directly to the applicable teacher or upload it to the school portal. The Lighthouse Academy does not recommend submitting works by fax, as the quality of the fax is often low and difficult for teachers to read.

Teacher Assistance and Marks

Although Lighthouse Academy strives to provide students with everything they need, many times students ask their teachers questions. The instructor will respond to course questions within one business day of receiving the email.

It is important for students to receive feedback from their teachers as they continue their studies. Therefore, student assignments should be sent by e-mail as soon as they are completed.

Students should not send teachers to work in large units at once. Exams, large assignments, and stand-alone study units can take up to seven business days to mark and return.

Chat with Teachers

Teachers have office hours every week. This is an opportunity to discuss the course and ask questions about exams and assignments. The bulletin area for each course posts the teacher's online office hours and other information.

1.4 Hardware and Software Requirements

Lighthouse academy courses are hosted in Moodle, a learning management system (LMS) for students and teachers. Students need internet access to connect to the LMS. Moodle works best with the latest version of Google Chrome or Microsoft Edge.

Some LHA courses may have special software and requirements, which will be described within that particular course.

2.   Diploma and Certificates

To achieve an Ontario Secondary School Diploma, a student must:

- Earn 30 credits (18 compulsories and 12 optional credits).
- Complete 40 hours of community involvement activities.
- Successfully complete the Ontario Secondary School Literacy Test.

2.1 Compulsory Credit Requirements

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade) *
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

- One credit from each of the following groups:
  - Group 1 (1 credit required)
    - additional credit in English, or French as a second language, ** or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***
  - Group 2 (1 credit required)
    - additional credit in health and physical education, or the arts, or business studies, or French as a second language, ** or cooperative education***
  - Group 3 (1 credit required)
    - additional credit in science (Grade 11 or 12), or technological education, or French as a second language, ** or computer studies, or cooperative education***

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

**In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

***A maximum of 2 credits in cooperative education can count as compulsory credits.

The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

2.2 Optional Credit Requirements

In addition to the 18 compulsory credits, students must earn 12 optional credits.

2.3 Ontario Secondary School Literacy Requirements

All students must successfully complete the literacy requirements of Ontario Ministry of Education to obtain an Ontario secondary school diploma. It will be based on the Ontario curriculum's expectations for language and communication, especially reading and writing.

This helps to determine whether students have acquired reading and writing skills that are considered essential to literacy, and whether those who have successfully completed this requirement have met provincial literacy expectations.

Students who pass Ontario Secondary School Literacy Course (OSSLC) are eligible for literacy graduation. This course differs from other courses in that it outlines the specific requirements for

the assessment to ensure compliance with Ontario Secondary School Literacy Test (OSSLT) requirements.

 OSSLC credits can be used to meet mandatory credit requirements for Level 11 or 12 in English. For Grade 11, the course code is OLC3O. For Grade 12, the course code is OLC4O. This credit can also be used to meet the mandatory credit requirements for the First Set of Ontario Secondary Diplomas. Students should check the admission requirements for post-secondary institutions, as OSSLC may not be accepted as a 12th-grade English admission requirement for a college or university course. OSSLC can be used as an alternative to meet mandatory integral requirements.

Individual Education Plan (IEP)

An individual Education Plan is provided to students with special education needs, which can be met through:
•   Accommodations.
•   Educational programs that modify specific course expectations to be above or below age-appropriate, grade-level expectations.
•   Alternative expectations that help students acquire knowledge and skills that are not part of the curriculum.

Special Provisions

Special provisions may be available for English learners (ELLs), such as extra time, regular supervised breaks, and personal or group settings. After consulting with the student and parent/guardian or adult student, the principal will decide which special terms should be provided to support the student.

Deferrals

Deferrals are intended for:

- ELL students who have not yet acquired a level of proficiency in English to successfully complete the OSSLT.
- Students who have been identified as exceptional and would not be able to participate even if all accommodations were provided.
- Students who have not yet acquired the reading and writing skills appropriate for Grade 9.
- Students who are unable to write due to illness, injury or other extenuating circumstances.

The principal will decide whether to grant the extension after consulting with the student and the parent/guardian or adult student.

Exemptions

Students must have an IEP that clearly states that they have not obtained a high school diploma in order to be exempt from writing OSSLT. The principal, in consultation with the parent/guardian and the student, will make all decisions on the exemption.

2.4   Community Involvement

As part of the diploma requirement, students must complete at least forty (40) hours of community engagement. These activities can be completed at any time during the secondary school curriculum. Students work with parents to decide how to meet community engagement requirements. Students can start the summer before they enter grade nine.

Community engagement can take place in a variety of settings, including businesses, non-profit organizations, public sector institutions (including hospitals) and informal settings. Students may not do so by crediting activities (e.g., cooperative education and work experience), paid work, or assuming responsibilities normally performed by salaried employees.

Community engagement must be completed outside of the student's normal teaching hours, i.e. activities are performed at the student's designated lunch hour, after school, on weekends or school holidays. Students will maintain and provide records of their community involvement. The required 40 hours of completion must be confirmed by overseeing the activity. Documentation certifying the completion of each activity must be submitted to the principal by the student. For each activity, the document must include the name of the person or organization receiving the service, the activity performed, the date and time, the signature of the student and his/her parents, and the signature confirmation of the person (or organization representative). Some volunteer activities may require consultation with the principal.

Lighthouse Academy Canada uses following forms.

Details of Lighthouse Academy Canada Student Community Involvement: Student Community Involvement Details

Lighthouse Academy Canada Notification of Planned Community Involvement Activities Form: Notification of Planned Community Involvement Activities Form

Lighthouse Academy Canada Completion of Community Involvement Activities Form: Completion of Community Involvement Activities Form

2.5   Substitution Policy for Compulsory Credit Requirements

Lighthouse Academy Canada ensures flexibility in designing student   programs so that all the students can qualify for the Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC). In order to do so, Lighthouse Academy will allow students to substitute a limited number of compulsory credits. Based on the situation of the individual student, the principal may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. Upon receipt of the request from the parent, the principal will determine if the substitution best serves the needs of the student and the course of action. Each substitution will be noted on the student's Ontario Student Transcript (OST).

2.6 Ontario Secondary School Certificate (OSSC) Requirements

At the request of the student, Lighthouse Academy Canada will grant an Ontario Secondary School Certificate (OSSC) to students who leave the school before earning an Ontario Secondary School Diploma (OSSD). Students must have earned a minimum of fourteen credits including seven compulsory credits as listed below:

Compulsory Credits (total of 7)

- 2 credits in English
- 1 credit in Science
- 1 credit in Mathematics
- 1 credit in Health and Physical Education
- 1 credit in Canadian Geography OR Canadian History
- 1 credit in the Arts, Computer Studies OR Technological Education

Optional Credits (total of 7)

- 7 credits selected by the student from available courses

2.7   Certificate of Accomplishment

Lighthouse Academy Canada will grant a Certificate of Accomplishment to students who leave the school before fulfilling the requirements for an Ontario Secondary School Diploma (OSSD) or an Ontario Secondary School Certificate (OSSC). The Certificate of Accomplishment may be an effective means of recognizing achievement for students who plan to find employment, take certain vocational programs, or take any other kind of further training.

3.   Curriculum

3.1   Definition of a Credit

A credit is granted to students who successfully complete a course that is developed as per the Ontario Ministry of Education guidelines. To earn a credit, students must schedule one hundred and ten (110) hours of instructional time with the school. The Principal of Lighthouse Academy Canada will grant the credit to the students on behalf of the Ontario Ministry of Education.

3.2.   Types of Course

Course curriculum for the Ontario secondary school program is designed in so that students get the necessary knowledge base and skills that will be useful in their field of interest. This curriculum enables students to choose courses within their interests, strengths, and goals.

Below is a brief description of the types of courses offered for Grades 9-12:

Courses for Grades 9 & 10:
- **Academic Courses**

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. The code of an academic course ends with the letter 'D', e.g. SNC1D

- **Applied Courses**

Applied courses focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. The code of an applied course ends with the letter 'P', e.g. MFM2P

- **Open Courses**

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind. The code of an open course ends with the letter 'O', e.g. FSF1O

- **Locally Developed Courses**

Locally developed courses focus on the most essential concepts of a discipline. These courses are offered in Mathematics, Science, English and Canadian History. These courses will provide support for students making the transition to high school by enhancing their skills to allow them to be successful at secondary school. The code of a locally developed course ends with the letter 'L', e.g. LHC3L

Courses for Grades 11 & 12:
- **College preparation Courses**

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs. The code of a college preparation course ends with the letter 'C', e.g. MCT4C

- **University Preparation Courses**

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The code of a university preparation course ends with the letter 'U', e.g. ICS3U

- **University / College Preparation Courses**

University / college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. The code of a university / college preparation course ends with the letter 'M', e.g. MCF3M
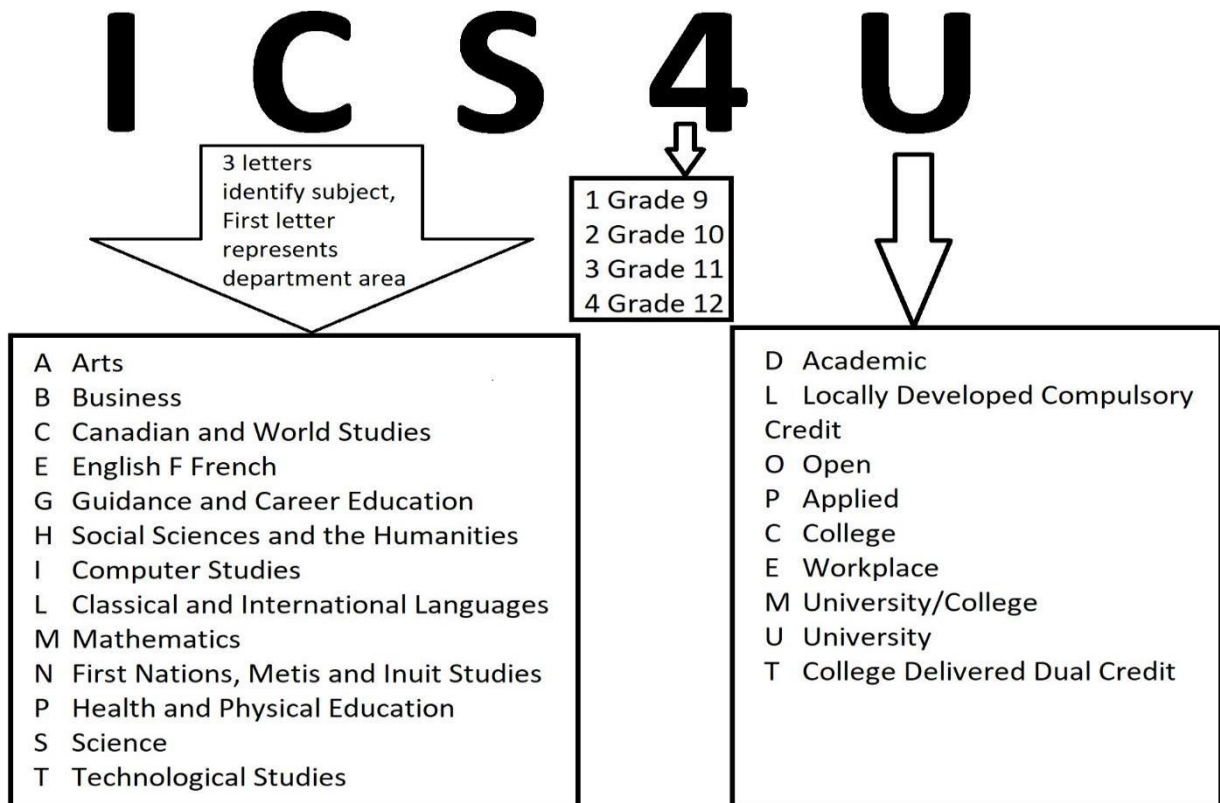
● **Open Courses**

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. The code of an open course ends with the letter 'O', e.g. EMS3O

● **Workplace Preparation Courses**

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. The code of a Workplace preparation course ends with the letter 'E', i.e. CIC4E

3.3 Course Coding System

Lighthouse Academy course codes consist of five characters as designated by the Ontario Ministry of Education (www.edu.gov.on.ca). The first three characters of the course code refer to the name of the course. The fourth character refers to the grade of the course. The fifth character refers to the type of course.

3 letters identify subject, First letter represents department area

1 Grade 9
2 Grade 10
3 Grade 11
4 Grade 12

A Arts
B Business
C Canadian and World Studies
E English F French
G Guidance and Career Education
H Social Sciences and the Humanities
I Computer Studies
L Classical and International Languages
M Mathematics
N First Nations, Metis and Inuit Studies
P Health and Physical Education
S Science
T Technological Studies

D Academic
L Locally Developed Compulsory Credit
O Open
P Applied
C College
E Workplace
M University/College
U University
T College Delivered Dual Credit

3.4 Course Descriptions

Below is a list of all credit courses for grades 9-12 offered by Lighthouse Academy Canada.

GRADE 9 CREDIT COURSES:

Course Code: MPM1D
Course Title: Principles of Mathematics
Credit Value: 1
Prerequisite: None
Type: De-streamed
Description: This course enables students to consolidate and continue to develop an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modeling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Check the link to get more information:
https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-mathematics/courses/mth1w

Course Code: SNC1D   Course Title: Science
Credit Value: 1
Prerequisite: None
Type: Academic
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity

Course Code: SNC1P   Course Title: Science
Credit Value: 1
Prerequisite: None
Type: Applied
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to

everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

GRADE 10 CREDIT COURSES:

Course Code: ICS2O   Course Title: Introduction to Computer Studies
Credit Value: 1
Prerequisite: None
Type: Open
This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Course Code: MPM2D   Course Title: Principles of Mathematics
Credit Value: 1
Prerequisite: MPM1D, MTH1W
Type: Academic
This course enables students to broaden their understanding of concepts in algebra, extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Course Code: SNC2D   Course Title: Science (Academic)
Credit Value: 1
Prerequisite: Grade 9 Science, Academic or Applied
Type: Academic
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Course Code: SNC2P   Course Title: Science (Applied)
Credit Value: 1
Prerequisite: Grade 9 Science, Academic or Applied
Type: Applied
This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

GRADE 11 CREDIT COURSES:

Course Code: ICS3U   Course Title: Introduction to Computer Science
Credit Value: 1
Prerequisite: None
Type: University
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Course Code: MCR3U   Course Title: Functions
Credit Value: 1
Prerequisite: Principles of Mathematics, Grade 10, Academic
Type: University
This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Course Code: SBI3U   Course Title: Biology
Credit Value: 1
Prerequisite: Science, Grade 10, Academic
Type: University

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Course Code: SCH3U   Course Title: Chemistry
Credit Value: 1
Prerequisite: Science, Grade 10, Academic
Type: University
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

GRADE 12 CREDIT COURSES:

Course Code: ICS4U   Course Title: Computer Science
Credit Value: 1
Prerequisite: Introduction to Computer Science, Grade 11, University Preparation
Type: University
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Course Code: MCV4U   Course Title: Calculus and Vectors
Credit Value: 1
Prerequisite: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).
Type: University
This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional spaces; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is

intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Course Code: MDM4U   Course Title: Mathematics of Data Management
Credit Value: 1
Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation
Type: University
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Course Code: MHF4U   Course Title: Advanced Functions
Credit Value: 1
Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation
Type: University
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Course Code: SBI4U   Course Title: Biology
Credit Value: 1
Prerequisite: Biology, Grade 11, University Preparation
Type: University
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Course Code: SCH4U   Course Title: Chemistry
Credit Value: 1
Prerequisite: Chemistry, Grade 11, University Preparation
Type: University
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

3.5   Course Outlines

Course descriptions and detailed course outlines are available on the Lighthouse Academy website.

Grade 9 credit courses: https://course.lighthouseacademy.ca/?grade=Grade 9
Grade 10 credit courses: https://course.lighthouseacademy.ca/?grade=Grade 10
Grade 11 credit courses: https://course.lighthouseacademy.ca/?grade=Grade 11
Grade 12 credit courses: https://course.lighthouseacademy.ca/?grade=Grade 12
ESL Courses: https://course.lighthouseacademy.ca/?grade=ESL

3.6   Ontario Curriculum Policy Documents

All courses offered at Lighthouse Academy Canada are developed as per the Ontario Ministry of Education guidelines. To access the Ontario Curriculum policy documents for secondary schools, please visit the following link: http://edu.gov.on.ca/eng/secondary.html

3.7   Experiential Learning Programs

● Cooperative Education
Cooperative (co-op) educational programs allow students to earn secondary school credits while completing a work placement in the community. The co-op programs complement students' academic programs and are valuable for all students regardless of their post-secondary destination. Lighthouse Academy Canada does not offer cooperative education.

● Job Shadowing
Job shadowing allows students to spend from half a day up to three days observing a worker in a specific service. Lighthouse Academy Canada does not offer job shadowing for grade 9-12 students as part of curriculum delivery.

3.8   Withdrawal Policy for Grade 11 and Grade 12 Courses

All Grade 11 and Grade 12 courses attempted by a student must be recorded on their Ontario Student Transcript (OST) as per the policy of the Ontario Ministry of Education. As per the full disclosure policy:

- Withdrawals occurring within five days of issuing the first report card from Lighthouse Academy Canada will not be recorded on the OST.
- Withdrawal from Grade 11 or Grade 12 courses five days or more after the first report card has been issued will result in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal.
- Withdrawals from Grade 9 or Grade 10 courses will not be recorded on the OST.

3.9   Changing Course Types

There are times when students may change their educational goals and may need to change the type of course they are registered in. Students in Grades 10 through 12 may switch to a new course if they meet the prerequisites of the course. If the prerequisites are not met, students may take a summer, night or an e-learning course or do an individual research project to achieve certain prerequisites. If the principal believes that a student can succeed in a new course without prerequisites, the principal may waive the prerequisites and allow students to register for a new course.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may

- take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course).
- take a summer course or undertake independent study to achieve the uncompleted expectations that are required to enter the new program.

3.10   Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition is a detailed handbook with guidelines to assess whether course credit(s) can be granted to the students of Lighthouse Academy Canada coming from other institutions. All stakeholders, including students and staff may use this handbook to know the procedures to be followed in pursuit of credits for prior learning under the Prior Learning Assessment and Recognition (PLAR) process of the Ministry of Education of Ontario, Canada adopted by Lighthouse Academy Canada.

3.10.1 Definitions

Prior Learning Assessment and Recognition (PLAR): The formal evaluation and credit-granting process whereby Students, excluding mature Students, may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school. Students may have their

knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents to earn credits towards the secondary school diploma.

Challenge: The process whereby a student's prior learning and knowledge acquired is assessed for the purpose of granting credit(s) for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

Credits: Challenge for credit for courses based on provincial curriculum policy documents will be available to students only in courses that are taught in Lighthouse Academy Canada. All credits granted through the PLAR process - that is, through either the challenge process or the equivalency process - must represent the same standards of achievement as credits granted to students who have taken the courses.

Reasonable Evidence: Documentation that the curriculum expectations of the course have already been achieved based on which the student would likely be successful in the challenge process.

3.10.2 The challenge Processes

●   In accordance with provincial Policy/Program Memorandum (PPM) No. 129, Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents.

●   School course calendar shall contain information regarding challenges for credit and opportunities for challenge. Lighthouse Academy may not charge students any fee for undergoing the challenge process. The student or the parents on behalf of the minor students may also approach for the challenge.

●   Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline (one curriculum policy document).

●   Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course. Students with music certificates that are accepted for credits in OSS, Appendix 4, Music Certificates Accepted for Credits, are not required to challenge for credit for the appropriate music course but are granted credits in accordance with OSS Program and Diploma requirements, Appendix 4.

●   Arrangements may be made with other Boards to provide opportunities for eligible Students to challenge for credit for courses that are not offered by the Lighthouse Academy Canada.

●   In cases where a student who is an adult or the Parent/Guardian of a student who is not an adult disagrees with the decision of the principal about whether or not the student should

challenge for credit, the Parent/Guardian or adult student may ask the principal to review the matter.

● The challenge process is an evaluation process and shall not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor to obtain a credit for a course they have previously failed.

● Students may challenge for credit for a course only if they can provide reasonable evidence to their principal (or designate) they would likely be successful in the challenge process. The responsibilities of the student include:

- ○ initiating the PLAR challenge by approaching the school principal (or designate) for information regarding the process.

- ○ completing the application process by gathering 'reasonable evidence' to support the application by the due date.

- ○ completing the formal tests and other assessments by the due date(s) as determined by principal.

3.10.3 The Procedural Responsibility

The chief executive officer (CEO) and the Principal, or any delegated authority, student applicants for a PLAR and other directly or indirectly involved parties will be responsible to complete the PLAR procedure.

Responsibilities of the CEO and Principal Responsibilities

The CEO and the principal will ensure that students are informed that they are responsible for initiating the PLAR process and for satisfying all the requirements and ensure that students who are not adults (i.e., students who are under the age of eighteen) are informed that they need parental approval before applying to challenge for credit for a course. The CEO & and the principal also ensure that every prospective applicant and his or her parent/guardian, if he or she is not an adult, are informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST). The principal and CEO will ensure that every prospective applicant is provided with an application form as well as materials that indicate what is expected in the course (i.e., the curriculum expectations) that the student wishes to challenge for credit, to be returned by a date set by the school.

The principal will evaluate each application in consultation with the student's parent/guardian (or with the student if the student is an adult) and appropriate school staff (i.e., guidance counselor, teacher-adviser, and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur. The principal will use the table 'Requirements for the OSSD Under OSS' in OSS Equivalent Diploma Requirements as a guide to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy to qualify for an Ontario Secondary School Diploma. He/she uses the Application to Challenge for Credit for a Course

form provided and ensures that the student's request to challenge for credit will be entered in the student's Annual Education Plan. A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course. Credit will be granted only for the specific course for which the student has successfully challenged for credit.

The principal will inform the Supervisory Officer responsible that a grade, subject application has been approved and ensure that no more than four credits are earned by one student in the PLAR challenge process with no more than two credits granted in any one discipline.

The principal will use and maintain the PLAR Challenge for Credit: Cumulative Tracking Record form (Appendix 3) and the PLAR Challenge for Credit: Interim Tracking Record (Appendix 4). No changes of any kind will be made to these forms. These forms must be included in the Student's OSR. The principal will also ensure that students who do not have suitable documentation owing to extraordinary circumstances (e.g. students who are refugees) will receive counseling concerning the gathering of evidence. The principal will inform the students of the date of the assessment in May and the requirements of the challenge.

Responsibilities of the Student

Students must apply for a PLAR at the school at which they are registered. PLAR applications and challenges will be restricted to certain scheduled periods during the school year. Students cannot be granted credits through the challenge process for:

a) a course in any subject if a credit has already been granted for a course in that subject in a later grade either as a single credit or as part of a block equivalency.

b) a course for which credit has already been granted or for which there is significant overlap with a course for which credit has been granted (e.g. a student cannot challenge for credit for an academic course if he or she has already earned a credit for the applied course at the same grade level, and vice versa)

c) a transfer course

d) a locally developed course

e) a cooperative education course

f) a course in English as a second language (ESL), English literacy development (ELD), or Anglais (APD), if the student has one or more credits in English from the curriculum policy documents for English language or the documents for French-language schools or from the curriculum guidelines for English or Anglais/English for Grade 9 to 12/OACs under Ontario Schools: Intermediate and Senior Divisions (OSIS).

g) a course in French as a second language (FSL), Actualisation linguistique en français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in French from the curriculum policy documents for French for Grades 9 to 12/OACs under OSIS.

The PLAR form of Appendix 1-- Appendix 4.

3.11   Other Ways to Earn Credits

All students may use alternative ways to complete courses through the Independent Learning Center, e-learning, continuing education, private study, etc.

● **E-Learning**

Courses are offered online to students in Grades 9-12 using digital resources in virtual classroom settings.

Continuing Education

Continuing education courses are taught outside the regular school program and in the summer months.

● **Private Study**

Students may be allowed to take one or more courses through private study if there is a valid reason for not attending the class or if the school course is not offered. The school must monitor student progress and evaluate student work.

3.12   Evaluation and Examination Policies

The Lighthouse Academy assessment and evaluation policies are consistent with Ontario Ministry of Education policy and reflect our vision that the primary purpose of assessment is to improve student learning.

To ensure that examinations and evaluations are valid and reliable and that they lead to the improvement of student learning, teachers must use assessment and evaluation techniques that:

- address what students learn and how well they learn.
- are based on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline.
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning.
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students.
- are fair to all students.
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan (IEP).
- accommodate the needs of students who are learning the language of instruction.
- ensure that each student is given clear directions for improvement.
- promote students' ability to assess their own learning and to set specific goals.
- include the use of samples of students' work that provide evidence of their achievement and

- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

The Lighthouse Academy adheres to the assessment and evaluation practices described in the Ontario Ministry of Education's Growing Success document. The final mark of each course will be divided into two parts.

Final Examination (30%)

- Each course has a final assessment that will be given as a final examination, a final project, or a combination of both an exam and a project.
- Students in the same course will be similarly evaluated. Final exam assessments will use the same format although particular questions may be different among the students.
- A course with a final examination must be written in a supervised environment with a proctor. A proctored exam is one that is overseen by an impartial individual, the proctor, who monitors and supervises a student while he or she is taking the final exam. The proctor enters a password provided by Lighthouse Academy to allow student access to the final exam. The proctor ensures the security and integrity of the exam process. Students in online courses with final exams are responsible for making their own proctoring arrangements.

Course work (70%)
- Students must complete all assigned coursework.
- Coursework may include assignments, tests, projects, labs, discussions, etc.
- Students are responsible to ensure that they have completed all assigned course requirements before completing the final exam or assessment task.
- After the final exam is written or the final assessment is submitted, no further assignments may be submitted, unless prior arrangements have been made between the student and the teacher. Students will receive a mark of zero for any incomplete assignments.

3.13   Reporting Student Achievement

Students' achievements will be officially reported to students and their parents via a report card. Report cards will focus on two distinct but related aspects of student achievement- achieving curriculum expectations and developing learning skills. Assessment of the skills listed below as demonstrated by the student in each course will be provided.

- Works Independently
- Teamwork
- Organization
- Work Habits
- Initiative

Learning skills are assessed using a four-point scale (E – Excellent, G – Good, S – Satisfaction, N – Improvement needed). Assessing the efficiency of teaching should not be considered in determining the grade of percentage.

3.14   Ontario Student Record (OSR) and Ontario Student Transcript (OST)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Ontario's Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR: the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (i.e., a student who is under the age of 18) must be made aware of the purpose and content of and have access to all information in the OSR.

Ontario Student Records contain:
• An OSR folder
• Report cards
• An Ontario Student Transcript
• A documentation file
• An office index card
• Additional information identified as being conducive to the improvement of the instruction of the student.

The principal is responsible for the use and maintenance of the OSR and for assigning tasks related to that function to appropriate staff.

The Ontario Student Transcript is the official record of courses successfully completed and credits gained toward the Ontario Secondary School Diploma. Information is updated annually and is part of the Ontario Student Record (OSR).

4.   Support and Resources

4.1   Guidance for Future Plan

Post-secondary pathways

Completing high school is one of the first great successes in life, but it's important to realize that this, too, is just another step towards reaching full potential of a student. As graduation

approaches, high schools are facing a crucial decision: What does a student want to do next? Choosing a specific field of study – and thinking that it will one day lead to a fulfilling career – is an important step in shaping the future. We will focus on the different paths interested in exploring through post-secondary study. We will focus on a specific area (e.g. science, business, math) and which courses should be taken throughout high school to meet the prerequisite requirements, which secondary programs and institutions are specially recognized in the field and will provide a general idea of what kind of career a student can choose.

4.2   Resources for Students and Parents

Each student will have the support of an academic counselor to help find the right course path to be successful in their secondary education. Our academic counselors will guide students in selecting the appropriate courses to assist students in career planning, post-secondary education and apprenticeships. To ensure students are on track to complete OSSD requirements, the counselor will meet with students at various points of the school year to discuss academic progress. The academic counselor is responsible for coordinating course offerings and is the first point of contact available for students to consult with regarding course options and selections.

Using the Ontario Ministry of Education policy and guidelines outlined in "Creating Pathways to Success", our counselors are well experienced to help students gain the knowledge and skills needed to make informed post- secondary and career decisions.

Lighthouse Academy Canada has academic counselors, as well as individual support monitor teachers to help students achieve their learning goals. Students at risk will have meetings with administration at various points   during the course. Teachers will provide students at risk with individual support, varied instructions, and differentiated assessment opportunities for students to demonstrate their learning goals and meet learning expectations. A monitor resource teacher may be provided to help students develop organizational tools, skills and create a learning plan for students to follow during the course.

4.3   Supports for English Language Learners

Lighthouse Academy Canada has a support framework to ensure English Language Learners (ELL) receive the support and care needed to be successful in achieving secondary education goals. An ELL is identified as a student who is new to Canada and learning English, or who is born in Canada and first learning English in school. ELL students are given the appropriate focused support to help gain English proficiency. Lighthouse Academy offers ESL program courses to learn, improve and gain proficiency in verbal and written English while simultaneously completing other Ontario curriculum credit courses.

ELL students who are enrolled in ESL programs elsewhere and attending credit courses at Lighthouse Academy are provided with individual language support during instruction. This can include general classroom accommodations such as a variety of instruction and assessment strategies, learning circles, model or demonstrations of required/expected written or oral

responses, visuals during instruction and visuals for clarification and explanation. Assessment accommodations can include but are not limited to more time for written assignments, verbal cuing, verbal and visual clarifications.

4.4   Computer Labs and Resource Center / Library

Students are expected to provide their own device for online learning. They will be given access to a Learning Management System (LMS). The LMS tool is to be used for the intended educational purposes only and any other use is prohibited. School administration will provide students with password and LMS login information, which is expected to be protected by the student. Any inappropriate behavior, plagiarizing or illegal actions will be subject to consequences outlined by the administration.

4.5   Community Resources

Lighthouse Academy will help students connect with the various community resources available such as the local public library and newcomer services. Our academic counselors will help students discover the resources available to them to support their learning needs.

5.   Special Education

Although Lighthouse Academy facilitates online education, students with Individual Education Plan (IEP) are provided with support to cater to their special needs. To help students achieve the learning expectations of each course and demonstrate sufficient learning evidence, a monitor teacher will be assigned to provide individual support via online interaction. Based on the IEP, accommodations may include extra time for tests/assignments, use of assistive technology, chunking of information, breaks, extra time for processing information, oral and written instructions, the use of visuals prompts to return attention to task, choice of assessment tasks, etc.